

Handbook of the School Counseling Program

Department of Counseling, School and Educational Psychology

**Graduate School of Education
University at Buffalo
State University of New York**

2022-2023

While this handbook has been developed to assist you throughout this academic program, it does not constitute the whole of UB or GSE policies concerning students. It is the student's responsibility to be aware of and comply with all policies, procedures and deadlines.

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Mission

The Graduate School of Education is a professional school with a social mission in the public interest. We create and apply knowledge informed by research on human development, educational policy, pedagogy and information science.

The Department of Counseling, School and Educational Psychology's mission is to inform and influence the fields of education, counseling and psychology through scholarship.

The hallmark of professional degree programs at research universities is that they teach not only the “how to do it”, but the “why it's done that way” – in other words students become schooled in evidence-based practice. The program is based on a philosophy that includes respect for human diversity and emphasizes accountability. Its purpose is to develop reflective counselor educators who possess the highest qualities of practice, scholarship, service, and leadership.

Mission of the UB School Counseling Program

A profession that focuses on the relations and interactions between students and their school environment with the expressed purpose of reducing the effect of environmental and institutional barriers that impede student academic success.

The profession fosters conditions that ensure educational equity, access, and academic success for all students K-12. To accomplish this function, the trained school counselor must be an assertive advocate creating opportunities for all students to nurture dreams of high aspirations. They assist students in their academic, social, emotional and personal development, and help them to define the best pathways to successfully achieve their dreams. Serving as leaders, as well as effective team members, school counselors work with teachers, administrators and other school personnel to make sure that each student succeeds. As consultants, they can empower families to act on behalf of their children by helping parents/guardians identify student needs and shared interests, as well as access available resources.

The function necessarily requires focused attention to students for whom schools have been the least successful—poor students and students of color. A concentration is required on issues, strategies and interventions that will assist in closing the achievement gap between these students and their more advantaged peers. Measurable success resulting from this effort can be documented by increased numbers of these students, as well as other students, completing school academically prepared to choose from a wide range of substantial post-secondary options, including college.

School counselors have an enormous impact on the choices students make and their future options. They are ideally positioned in schools to serve as advocates, creating opportunities for all students to define, nurture and accomplish high academic aspirations. Yet, school counselors have been left out of the standards-based education reform movement and little or nothing has been done to prepare future counselors to serve as advocates for all students, especially low- income students and students of color.

UB School Counselors will envision:

- Leadership
- Advocacy
- Teaming and Collaboration
- Counseling
- Assessment and Use of Data
- Principles of Transforming School Counseling
- National School Counselor Training Initiative
- Transforming School Counseling Initiative

In looking to improve the educational experience for students, school counselors need to lead in multicultural awareness efforts, pupil assistance committees, mentoring programs, student leadership development, connection with external constituencies, and political activism (Clark & Stone). School counselors also need to be leaders in championing healthy choices, respect for students and families, social justice, healthy environments for schools, and most of all, the development of students and families (Cole & Ryan, 1997; Kurpius & Rozecki, 1992; Smaby & Daugherty, 1995).

To Students

This is your guide to the EdM and CAS programs in School Counseling. Everything that you need to know is included about coursework, placements in the schools, and procedures to follow. Read this manual thoroughly as you begin the program and then consult it for information as questions arise. It includes information related to university and departmental policies and procedure, coursework, residency and candidacy requirements, and the comprehensive examination. **Students are responsible for knowing the information and complying with the standards contained in the student handbook.** Read and review its contents carefully and refer to it throughout the course of your program. Consultation with your advisor, Program Director, or Department Chair is recommended if you require additional information or need clarification.

While this handbook has been developed to assist you throughout this academic program, it does not constitute the whole of UB or GSE policies concerning students. It is the student's responsibility to be aware of and comply with all policies, procedures and deadlines.

The School Counseling Program reserves the right to amend, alter, and update the policies, procedures, or other information provided in this handbook as needed. Students will be notified of any and all changes, revisions, and amendments to the material in this handbook via Email and in future editions of the handbook.

Overview of Graduate Program

Department Acronyms and Abbreviations

- AC = Advanced Certificate
- AGC = Advanced Graduate Certificate
- CAS = Certificate of Advanced Study
- CASA = Certificate of Applied Statistical Analysis
- CE = Counselor Education
- CPSP = Counseling Psychology/School Psychology
- CSEP = Counseling, School and Educational Psychology
- EdM = Master of Education
- EPQM = Educational Psychology and Quantitative Methods
- GSE = Graduate School of Education
- MA = Master of Arts
- MHC = Mental Health Counseling
- MS = Master of Science
- MCWE = Mindful Counseling for Wellness and Engagement
- PhD = Doctor of Philosophy
- RC = Rehabilitation Counseling
- SC = School Counseling
- SP = School Psychology

School Counseling Faculty and Staff Members

<http://ed.buffalo.edu/counseling/directory/faculty.html>

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Department Programs

The School Counseling Programs are part of a number of programs that comprise the Department of Counseling, School and Educational Psychology.

Degree Program

AC in Applied Statistical Analysis
AGC in Mental Health Counseling
AC in Mindful Counseling for Wellness and Engagement
AC in Rehabilitation Counseling
CAS in School Counseling
EdM in School Counseling
MA in Educational Psychology and Quantitative Methods
MA/AC in School Psychology
MS in Mental Health Counseling
MS in Rehabilitation Counseling
PhD in Counseling Psychology/School Psychology

PhD in Educational Psychology and Quantitative Methods

Program Director(s)

Dr. Jaekyung Lee
Dr. Sabrina Musson
Dr. Catherine Cook-Cottone
Dr. Scott Sabella
Dr. Luis Antonio Tosado II
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Dr. Jaekyung Lee
Dr. Rebecca Vujnovic
Dr. Sabrina Musson
Dr. Scott Sabella
Dr. Rebecca Vujnovic and Dr. Wendy
Guyker
Dr. Jaekyung Lee

Graduate School of Education (GSE)

<http://ed.buffalo.edu/about/directory/staff.html>

The Department of Counseling, School, and Educational Psychology is part of the Graduate School of Education (GSE). The three other departments that comprise the GSE are Educational Leadership and Policy (ELP), Learning and Instruction (LAI), and Information Science (IS). The GSE Dean's Office is located in 367 Baldy Hall (ph. 716-645-6640). The GSE administration includes:

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The UB Graduate School

All UB graduate degrees come from the University Graduate School, located at 408 Capen Hall, ph. 716-645-2939 (not to be confused with the Graduate School of Education).

The EdM and CAS in School Counseling must conform to the guidelines set by the Graduate School, whose Policies and Procedures (P&P) are located in the on-line Policy Library: <https://grad.buffalo.edu/succeed/current-students/policy-library.html>.

The Dean of the Graduate School is Dr. Graham Hammill, who is also the Vice Provost for Graduate Education.

Department Student Organizations

Graduate Student Association

The Department's Graduate Student Association is a part of the University Graduate Student Association. Consequently, a prorated share of your fees is available to the Department Student Association. These fees are used for sponsoring colloquia, symposia, and other informal learning opportunities, for degraying costs of social events, and for securing needed educational materials for the use of students in the Department. The Department GSA operated on the basis of a constitution, and officers are elected annually.

One of the clubs assisted by the GSA is the CSEP-GSA (the department chapter). It is important to support this organization and get involved in its activities. With GSA support, CSEP students have many social and professional activities. In addition, CSEP-GSA usually conducts at least one professional or research program each year. Meetings of the organization are announced in classes, student listserv (email) or on the departmental bulletin board.

In addition, the Department solicits from GSA nominations of students to serve on major committees in the Department in the Graduate School of Education. For example, a student sits in on all Departmental meetings, another serves on the GSE Executive Committee, and so on.

The Committee for Social Justice and Inclusion (CSJI):

The Committee for Social Justice and Inclusion (CSJI) is a CSEP student organization. The CSJI supports the CSEP department's mental health and school professionals in training to advocate for social justice and inclusion through education and outreach. Meetings in the form of workshops, training, and peer-to-peer discussions are offered on a monthly basis during fall and spring semesters. There are also opportunities for community service in the greater Buffalo community.

In addition to providing support to peers, the CSJI also functions as a conduit for the expression of student concerns and feedback to faculty.

Alumni Association

GSE Alumni Association: <https://ed.buffalo.edu/alumni.html>

Professional Association

Students in the School Counseling program are encouraged to join the American School Counselor Association (ASCA), www.schoolcounselor.org, and the New York State School Counselor Association (NYSSCA), as student members at a reduced rate of dues. Students enrolled in a graduate level counseling program may also join the American Counseling Association (<http://www.counseling.org/>). Membership in professional associations such as ASCA, NYSSCA, and ACA include a variety of benefits including access to professional journals, newsletters, and reduced dues for conferences, professional insurance, and more.

General Degree Requirements

The various degree programs in GSE involve a number of general requirements of which the student should be aware. More specific requirements are listed in the section of this Handbook dealing with the degree the student is pursuing. Students in the program must abide by the Graduate School policies found at: <http://grad.buffalo.edu/succeed/current-students/policy-library.html>. The following are among the more important general requirements:

Statute of limitation

EdM students are required to complete their degree within four years from date of matriculation. A petition must be submitted to the Graduate School to extend the time limit to complete the degree. Such requests, if granted, usually come with additional requirements. The petition is found at: <https://grad.buffalo.edu/content/dam/grad/study/pet-extension.pdf>.

Continuous registration

All students in the university must maintain continuous registration (register for at least one credit hour in both Fall and Spring semesters prior to graduation) in order to retain their status in a degree program. Students who have a valid reason for not registering for a given semester must apply for a leave of absence by submitting a petition to the Graduate School signed by the student, faculty advisor, and Department Chair. The petition is found at: <https://registrar.buffalo.edu/pdfs/gradleaveofAbsence.pdf>. This petition must be submitted and approved prior to the end of the semester the student is taking the leave of absence. The leave of absence is only valid for the period of time specified, and normally granted for a maximum of one year, unless there are extenuating circumstances. Students who fail to maintain continuous registration without a valid leave of absence approved by the Graduate School will be automatically dropped from the School Counseling Program and will need to re-apply to the program if they wish to continue working toward the degree. If the student is approved to return, there will be a \$350.00 reactivation fee required to be paid by the student before the student is able to enroll for courses.

Course completion

Students must satisfactorily complete all courses required for the degree on which they are working.

Graduation requirements

In order to graduate, the following must be complete and in appropriate offices by specified deadlines:

1. The student must apply for graduation in HUB by specified Graduate School deadlines: Spring graduation (June 1) deadline is February 22; Summer graduation (September 1) deadline is July 15; and Fall graduation (February 1) deadline is October 15.
2. All milestones for the program must be complete in the student's academic advising report (AAR).
3. Original transcripts from undergraduate and graduate universities other than UB must be received by the Registrar.

The School Counseling Master's (EdM) Degree

Program Overview

The program in School Counseling seeks to educate individuals assisting children and adolescents in educational settings to cope with developmental and remedial tasks involving educational, vocational and personal-social needs. Graduates of the School Counseling Program are expected to be able to apply a diverse repertoire of helping strategies and techniques, conceptualize and implement a comprehensive program of school counseling services, and engage in evaluation of their efforts. The definition of the school counselor and thus, the training provided in this program is based on current definitions and training standards of the American School Counselor Association (www.schoolcounselor.org) and the American Counseling Association (www.counseling.org). The 61-credit course sequence along with the Portfolio (capstone) meet the course requirements for the EdM Degree in School Counseling from UB. The EdM meets the requirements in New York State for **Initial and Professional Certification** as a School Counselor. The New York State Education Department (NYSED) also requires an examination and 3 years of experience as a school counselor for Professional Certification. Please become familiar with all New York codes, rules, and regulations on school counselor certification ([80-3.11 Certificates for school counselor.](#))

Primary responsibility for advisement in the School Counseling Program is assumed by the program director and program faculty who will teach courses and advise students. Several adjunct faculty who are practicing school counselors regularly teach courses. We also have a Placement Coordinator for School Counseling, who arranges placements and conducts site visits. The School Counseling Advisory Board consists of approximately 25 practicing school counselors and administrators who meet twice yearly to provide feedback and suggestions for the program as well as interview applicants.

Selective Retention

The Program in School Counseling reserves the right to terminate the program of any student on the basis of intellectual and/or non-intellectual performance if such performance is deemed deficient by the staff upon careful and prolonged deliberation of available evidence.

Students may be required to follow and complete a remediation plan if they do not successfully complete fieldwork, practicum, or internship. Due to course sequencing and prerequisites this may lead to a longer time to program completion. If the remediation plan is not completed successfully, the student may be dismissed from the School Counseling Program.

Academic Integrity

It is expected that you will behave in an honorable and respectful way as you learn and share ideas. Therefore, *recycled papers, work submitted to other courses, and major assistance in preparation of assignments without identifying and acknowledging such assistance* are not acceptable. All work in classes must be original for each class. Please be familiar with the University and the School policies regarding plagiarism. Read the [Academic Integrity Policy and Procedure](#) for more information. Visit The Graduate School Policies & Procedures page (<http://grad.buffalo.edu/succeed/current-students/policy-library.html>) for the latest information.

Our commitment to standards of Academic Integrity is at the very core of a UB education. Academic dishonesty will be determined using the UB Graduate Academic Integrity Policy. Unprofessional or unethical behavior (as defined by ASCA, ACA, NYSSCA and ASGW) are grounds for course failure and dismissal from the school counseling program.

Ethical and Professional Behavior

Ethical and professional behavior are defined by the **American School Counselor Association (ASCA) Ethical Standards for School Counselors (2016)**, the **American Counseling Association (ACA) Code of Ethics (2014)**, the **Association for Specialists in Group Work (ASGW) Guiding Principles for Group Work (2021)** and the **New York State Code of Ethics for Educators**. The ASCA ethical standards provide an Ethical Decision-Making Model and Guidelines for Avoiding Ethical Pitfalls. Unprofessional or unethical behavior (as defined by ASCA, ACA, ASGW, NYSSCA and/or NYSED) are grounds for course failure and dismissal from the school counseling program.

Specific Course Requirements for EdM in School Counseling

The EdM in School Counseling requires 61 credits. The EdM is a **Full-Time** program with no part-time option. The required courses and sequence are as follows:

Course Number	Course Name	Credits
Summer Semester 1		
CEP 653	Foundations of Counseling Theory ⁵	3
CEP 680	Career Development ^{4&5}	3
Fall Semester 1		
CEP 588	College and Career Readiness: Interventions & Choice	3
CEP 645	Introduction to School Counseling ⁵	3
CEP 596-SC ^{1&3}	Fieldwork ³ (150 Hours)	3
CEP 618	Principles of Counseling Practice ^{4&5}	3
Spring Semester 1		
CEP 634	Multicultural Counseling ⁴	3
CEP 644	Counseling with Children and Adolescents ⁶	3
CEP 597-SC ^{1&3}	Counseling Practicum ³ (150 Hours)	3
CEP 658	Introduction to Group Work ⁶	4
Summer Semester 2		
CEP 503	Tests and Measurement	3
CEP 532	Introduction to Statistical Research	3
Fall Semester 2		
CEP 648	Leading and Evaluating; Comprehensive School Counseling Programs	3
CEP 638	Social Justice Counseling and Advocacy in Schools	3
CEP 600 ²	Internship: School Counseling (300 Hours)	6
Spring Semester 2		
CEP 505	Group Work in the Schools ⁴	3
CEP 664	Process of Consultation	3
CEP 600 ²	Internship: School Counseling (300 Hours)	6
	Total Credits²	61
The EdM is only available as a full-time program.		

1. Fieldwork and Practicum require students to spend a minimum of one and a half days per week in the schools (150) hours over the course of the semester.

2. Internship requires students to spend a minimum of 3 days per week in the schools (300) hours over the course of the semester.

3. Also required for the NYS certification are 2 two-hour workshops, Mandated Reporter Workshop and Schools Against Violence Education which are completed as requirements for 596 & 597; and 6 hours of DASA training (Dignity for All Students).
4. These courses include practice role-plays and activities that promote self- disclosure and self- awareness. Students will not be graded on their self-disclosure, self-awareness, and personal growth. As a counselor in training, it is strongly recommended that each student engage in additional activities that promote self-awareness and personal growth throughout their graduate program and professional career.
5. Must be taken prior to or concurrently with CEP 596 Fieldwork.
6. Must be taken prior to or concurrently with CEP 597 Practicum.

Coursework Guidelines for the EdM

The following guidelines for coursework choice are based on Graduate School policies, GSE school policies, CSEP departmental policy, and School Counseling program requirements:

1. All coursework must be at the graduate level.
2. No more than 6 credits may be transferred from another institution towards the EdM
3. No more than 12 credits as a non-matriculated student may be used towards the EdM
4. All courses must be completed with a grade of B or better to be used towards the EdM
5. The degree must be completed within four years of the first date of matriculation.
6. Students need to maintain continuous registration each academic year (Summer, Fall and Spring) from the time they matriculate until they graduate.
7. Coursework may only be used towards one degree unless special arrangements have been made.

SUMMER COURSE LOAD

There are three different factors that determine maximum credit hour load for summer.

- In a single session, a student may register for no more than 8 credit hours
- In overlapping sessions, a student may register for no more than 11 credit hours
- For all summer sessions, a student may register for no more than 12 credit hours (GSE rule for graduate students; undergraduates may take a maximum of 14 credit hours)

FALL/SPRING COURSE LOAD

In a single session, a student may register for no more than 12 credit hours (GSE rule for graduate students; Department Chair must approve exception to this policy)

Portfolio Development

All Graduate students at UB must complete one of the following: thesis, research project, comprehensive exam, or portfolio. All students in the School Counseling Program are required to successfully develop a portfolio and successfully complete the portfolio mock interviews prior to the awarding of the EdM degree.

Timeline for EdM

Listed below is a timeline for completion of materials and requirement for graduation.

First Year:

April	Mail in acceptance form and preference for level of school placement; Register for the summer session
April/May	Interview with potential Cooperating Counselor Obtain UB card and email address for communication
By August 1 st	Register for fall courses
October	Register for spring courses; Advisement in Fieldwork or by meeting with your assigned Faculty Advisor (i.e. Dr. Tosado, Dr. Burt, or Dr. Leigh-Osroosh)
February	Register for summer courses
April	Register for fall courses

Second Year:

October	Register for spring courses
December	Apply for Graduation through the HUB Student Center. Academics → My Academics → Apply for Graduation
January	Turn in Portfolio for review
March	Participate in Portfolio Mock Interviews
April	Get TEACH Authorization Form to the CSEP Academic Advisor

Program Forms can be found in the Forms handbook/manual which will be provided to students the first week of fall classes.

School Counseling Certificate of Advanced Study (CAS)

24 Credit Option (Only Available to UB EdM Graduates)

The University at Buffalo **no longer offers the 24 credit CAS** to new students. The 24 credit CAS is only available to current and past UB students eligible for provisional certification prior to September 1, 2022. These CAS students will need to complete program requirements by May of the 2026-2027 academic year.

Students originally accepted to the CAS program prior to 2022, not able to meet the NYSED 2/2/2023 deadline for provisional/permanent certification may also be allowed to enroll and complete the CAS. However, these students will **not be eligible** for provisional or permanent certification and will need to apply to NYSED via the Individual Evaluation Pathway option for Initial and Professional Certification upon program completion. In this unique situation, UB cannot guarantee NYSED’s decision to approve or deny coursework for Initial and Professional Certification.

Old CAS Curriculum (24 Credits: 15 Required, 9 Electives)		
Course Number:	Course Title:	Credits
Core Courses: 15 Credits Required		
CEP 505	Group Work in the Schools	3
CEP 532	Understanding Statistical Research	3
CEP 600	School Counseling Internship	3
CEP 644	Process of Consultation	3
CEP 648	Leading and Evaluating Comprehensive School Counseling Programs	3
Electives: 9 Credits		
<p>A total of 9 credits of electives in Psychological, Sociological or Educational courses are required to complete the CAS. These courses are selected with advisor approval. It is strongly recommended that students take CEP 560 (Psychology of Learning) and CEP 541 (Human Growth and Development). All CEP courses are AUTOMATICALLY approved</p>		

as electives. All other electives must be approved by the program director in writing, based on submission of a syllabus prior to course enrollment.

Placement in the Schools

You are about to enter the "hands-on" phase of your education and training to become a school counselor. You have taken, or are currently taking, all the necessary course work to give you the knowledge, understanding, and know-how to perform many of the duties of a school counselor. Now, you will get to put into practice - under supervision - all that you have learned. You will find the process to be one of exciting discoveries - both relating to the profession and to yourself. For most of you, the experience will be frequently joyous, occasionally frustrating, and always challenging. To be a school counselor is to practice - arguably - the most difficult position in the educational enterprise.

In this section, you will find information to enhance the probabilities that your practice experiences will be successful. You should regard the instructions herein as extremely important; consequently, you will be held responsible for knowing everything in this manual.

Supervision

As with virtually all beginning counselors-in-training, you will likely be both highly motivated to do well and anxious about your abilities to become a good counselor. Supervision is a developmental process; that is, advances come in relatively small increments over a protracted period of time. Initially, you will be highly dependent on your supervisor. With the passage of time, you will gain more autonomy and self-confidence. You will have some fears; good supervision occurs only when you conquer these issues. These include the anxiety of self-examination (to help others, you must first know who you are) and the anxiousness caused by not wanting to admit ignorance. It is the duty of your supervisor to create conditions of mutual trust in your relationship that will allow you to discuss initial feelings of inadequacy which will disappear and feelings of competency will emerge. Feelings of defensiveness and resistance will dissipate and feelings of empowerment will rise. Your supervisors, both in school and on campus, are there to support you, to encourage you, and to enhance your self-efficacy.

Supervision represents a valuable aspect of your education and training as you become a school counselor. Supervision consists of an emphasis on three areas; (1) Case conceptualization of a student based on a theoretical framework, (2) Planning and practice of possible interventions with students, and (3) Discussion of personal issues as they interfere with case conceptualization and interventions with students.

Over the course of the program, you will have a series of supervisors. Your Cooperating Counselor each semester will be a supervisor. In addition, during your Practicum semester, you will be assigned a University Supervisor to provide specific feedback and help enhance your counseling skills. Lastly your classroom instructor and placement coordinator oversee and both serve as support systems to supervision.

Important Personnel

Clinical Placement Coordinator

The Placement Coordinator for School Counseling is responsible for coordinating fieldwork, practicum, and school placements. In conjunction with the Program Director, the Placement Coordinator assigns all placements, makes site visits, and provides feedback about student progress.

Course Instructors

In conjunction with Fieldwork, Practicum and Internship placements in the school, you are required to take a course (CEP 596-SC, CEP 597-SC, and CEP 600-SC). The instructors for each of these courses are responsible for assigning a grade, providing an appropriate curriculum of learning experiences, and offering, via discussion, an opportunity to clarify all aspects of the practice experience.

Cooperating Counselors

It would be impossible to utilize what is essentially an apprenticeship form of training if it were not for the good graces and sense of professional duty of Cooperating Counselors in the schools. Each student will be assigned to a Cooperating Counselor within their assigned school placement who will serve as mentor and supervisor. You should regard these individuals as wise mentors who can help you understand how to be the very best counselor you can be. We have screened all Cooperating Counselors, and we believe that each is highly competent. We are grateful for their cooperation and collaboration. Consequently, you will at all times treat your supervising school counselor with respect and gratitude. While the relationship may not exactly be superordinate-subordinate, you should never assume professional equality. Your Cooperating Counselor will define for you the type of relationship that they want to have. Some will want to keep matters on a solely professional and formal level; others will be less formal. Whatever direction your relationship takes, it is determined by the supervising counselor. Additionally, we believe that what your Cooperating Counselor says about you is extremely important. Their evaluation(s) of you will be an essential part of the University's overall assessment of your fitness to perform the role of a school counselor. You should utilize this relationship to learn and grow in all aspects of the counseling field.

University Supervisors

In your Practicum experience (CEP 597-SC) during the spring, you will have a second supervisor in addition to your Cooperating Counselor. This person will be an advanced doctoral student at the University who will provide individual supervision of your counseling sessions. That is, the person will focus on your counseling *process*, on how some of your personal traits affect your counseling, on intensive case management, etc. The University Supervisor and the Cooperating Counselor will be performing complementary roles. Your University Supervisor will help you hone your case conceptualization and intervention skills. Your University Supervisor will also provide the School Counseling Program with a descriptive evaluation of your skills.

It is expected that you will set up a regular weekly meeting time of one hour and meet weekly for 12 weeks. It is your responsibility to come *on time* to individual supervision sessions, to be prepared within the guidelines set by your supervisor, and to engage actively in the supervisory process. Extreme sickness or emergencies are the only reasons for canceling supervision sessions; all cancelled sessions must be rescheduled within one week.

Approaching the School

All students will be assigned to their fieldwork, practicum and internship placements by the Placement Coordinator. Students are asked to complete a placement preference form to indicate their first preference for level. All attempts to place students into their level preference will be made, however students do not have the option to request a specific school, district or location. The Placement Coordinator will try to take into account distance and commute times while making placements, however, students may be asked to travel up to 45 minutes one way by car from campus to their placement. Students are responsible for providing their own transportation to and from their placement site as well as covering the cost of parking and/or any tolls associated with travel.

Initial Contact

Student placements will be made as early in Spring as possible. Once you receive your placement, you are asked to schedule an interview with your cooperating counselor as soon as possible, but no later than the end of the K-12 school year. In all cases, Cooperating Counselors have indicated to the Placement Coordinator their willingness to take on a counselor in training. However, they have expressed a desire which allows them a degree of freedom in terms of whom they take. This interview process affords the Cooperating Counselor the opportunity to meet with you to ensure that you will be a “good fit.” The purpose of this meeting is to ensure that you are open to supervision, that you can assume appropriate initiative and responsibility for your own education, and that you are going to be a proper representative of the School Counseling Program in the District. If there are multiple

candidates for a given District or if your interview -- for one reason or another -- does not go well, you may not be offered a position. If this happens, we shall provide you with another potential placement, and you will again go through the same process.

Professionalism

It is our expectation that students will behave in a professional manner which conforms to the ethical guidelines of the field, to the expectations of your school district placement and in a manner which complies with the mission, goals, and student code of conduct of the University. Students should approach their placement sites with an attitude of enthusiasm, patience, and an openness to grow through supervision. You are to take full responsibility for your education and should take the initiative to complete whatever tasks are assigned to you both from the University and at your placement site.

You should always dress "professionally" and be well-groomed while attending your placement. With permission from the Cooperating Counselor, you may adjust your attire to suit the local norms (if faculty/staff, for example, dress less formally or for dress-down days, etc.).

Students are expected to have a regular set schedule and to be on-time always. Your attendance should be perfect (except for things such as sickness/emergency). Any time you miss a day, you must make it up at the convenience of your Cooperating Counselor. Further, you are expected to attend and to be on time for every class session.

University student relationships with their cooperating counselor, other faculty members and K-12 students should be solely and completely professional in nature. In no case are university students to become "friends" with K-12 students.

Use of personal electronic devices (cell phones, laptops, etc.) while at placement is not permitted. For emergency use, students may request permission from Cooperating Counselor.

Time Commitment

Your placement in the school is an extension of your course at the university. You are expected to work with your Cooperating Counselor to create a regular set weekly schedule and it is your responsibility to honor that schedule. Other personal/professional commitments should be scheduled around your placement schedule.

Fieldwork & Practicum- Students are expected to spend a minimum of one and one-half days per week in the school. The "day" is defined as the time counselors are expected to be present (e.g., 7:45 a.m. to 2:45 p.m.) however, cooperating counselors may ask students to come in at a certain hour or to leave before a certain time based on the needs of the school. Students should be at their placement sites for a minimum of 10 hours per week, but it is highly

encouraged that you spend an additional half-day in the school if possible. If an occasional after-school activity is appropriate for you to attend (e.g., Parent Night, Orientation, College Fair, Career Fair, etc.), you should make arrangements to be there. Students need a total of 150 hours per semester in fieldwork and in practicum. It is your responsibility to track your own hours and to advise your cooperating counselor if additional hours are needed.

Internship (starting Fall 2023)- Students should be at their placement sites for a minimum of 20 hours per week. Students should expect to spend at least three days per week in the school however, cooperating counselors and students may set up any schedule which meets the total required hours (3 full days, 5 half days, etc.). If an occasional after-school activity is appropriate for you to attend (e.g., Parent Night, Orientation, College Fair, Career Fair, etc.), you should arrange to be there. Students need a total of 300 hours per semester for each of the internship courses (fall and spring). It is your responsibility to track your own hours and to advise your cooperating counselor if additional hours are needed.

Scheduling Note: Students should be mindful that K-12 and university schedules align differently and should take this into account when attempting to complete their hours. Schedules may be impacted by a variety of things such as snow days, K-12 holidays, unexpected circumstances, spring breaks at different times, etc.

Confidentiality

Many professionals consider confidentiality to be their primary ethical responsibility. You should familiarize yourself with your placement school's policy regarding matters such as release of information, safeguarding records, sharing information with colleagues, etc. and abide by those policies. Students should also know the exceptions to confidentiality, such as the reporting of abuse, dangerousness to self or others, and so on. Students are not to discuss the specifics of their placement outside of class and/or supervision. In instances where information is shared within the university classroom, please do not use names and if necessary, redact information on written documents. You should follow all school rules with regards to records leaving the building. A model of ethical decision making as well as guidelines for avoiding ethical pitfalls can be found on the American School Counselor Association website.

Placement Concerns/Issues

When working with others, from time to time, there is a chance that you may experience a difference of opinion and/or disagree about methodology. At all times, you should maintain professionalism in your interactions with others. You are encouraged to communicate regularly with your cooperating counselor and talk through any minor concerns on your own before bringing those to the Classroom Instructor or Placement Coordinator.

If you have any significant concerns about your placement or your individual supervision, you should first go to the Instructor or the Placement Coordinator and discuss the issue. If the instructor or the Placement Coordinator feels that a direct conversation with the Cooperating Counselor is appropriate, we will offer you guidance regarding how best to approach the situation. *Under no circumstances are you to confront a Cooperating Counselor without following this procedure.*

Activities

There are a multitude of activities and experiences that you will be able to observe and participate in during your placements in the schools. Because every district is slightly different and each grade level within those districts has different requirements for the counseling department, each of you will have a slightly different experience. In addition to the required course activities in fieldwork, practicum and internships, you should strive to observe and/or participate in as many activities and learning experiences as possible. A list of activities which are both appropriate and desirable for you to gain experience in can be found on the activity log sheet and/or in the syllabus for Fieldwork, Practicum and Internship courses. Additionally, ASCA has provided a sample list of [appropriate and inappropriate duties](#) for school counselors.

Activity Log Sheets

For each semester of Fieldwork, Practicum, and Internship, students should complete weekly log sheets that detail their activities in their school placement. Form 1* contains the *Activity Log Sheet*. Turn in at the middle and end of the semester, signed by your Cooperating Counselor, to be put in your permanent file. The format is included in *Form 1* – you need to input it into an Excel file to compute totals.

Evaluations of...

Students

Students are evaluated on the basis of their counseling skills and professional behavior at various points in their training. All evaluations will be completed and signed electronically. Links to the online forms will be provided directly to cooperating counselors. It is the responsibility of the student to ensure that the form is completed and submitted by the due date provided by the course instructor.

During Fieldwork, students are evaluated in writing late in the semester by their Cooperating Counselor. The results of this evaluation are shared with the student and then a copy

forwarded to the Placement Coordinator and Fieldwork Instructor. The student formally receives a grade in Fieldwork at the end of the Fall semester based on the Fieldwork instructor's evaluation of work in class and from feedback from the Cooperating Counselor. *Form 2* contains a copy of the Evaluation Form.

During Practicum, the student is evaluated at mid-semester and at the end of the semester by the University Supervisor specifically on their case conceptualization and counseling skills. The results of these evaluations are shared with the student and then a copy forwarded to the Practicum Instructor. *Form 3** contains a copy of the Evaluation Form.

The Cooperating Counselor also evaluates the student at the mid-semester and at the end of practicum. The results of this final evaluation are shared with the student and then a copy forwarded to the Placement Coordinator and the Practicum Instructor. *Form 4** contains a copy of the Evaluation Form. The student formally receives a grade in Practicum at the end of the Spring semester based on the Practicum instructor's evaluation of work in class and from feedback from the Cooperating Counselor and the University Supervisor.

During Internships, the student is evaluated at mid-semester and at the end of the semester by the Cooperating Counselor specifically on the student's case conceptualization and counseling skills, as well as professional behavior. The results of these evaluations are shared with the student and then a copy forwarded to the Placement Coordinator and the Internship Instructor. *Form 8** contains a copy of the Evaluation Form.

Cooperating Counselor

Each student provides the Practicum Instructor with an evaluation of the supervision received from his/her Cooperating Counselor at the end of Practicum. *Form 5** contains a copy of the Evaluation Form.

Site

Each student provides the Practicum Instructor with an evaluation of the school site and the activities in which he/she participated over the year at the end of Practicum. *Form 6** contains a copy of the Evaluation Form.

University Supervisor

Each student provides the Practicum Instructor with an evaluation of the supervision received from his/her University Supervisor at the end of Practicum. *Form 7** contains a copy of the Evaluation Form.

Program Forms can be found in the Forms handbook/manual which will be provided to students the first week of fall classes.

Specific Requirements for Courses with School Placements

There are four courses with school placements: Fieldwork (CEP 596 SC), Practicum (CEP 597 SC), and two Internships (CEP 600 SC- Fall and Spring). Each of these placements requires student to spend a specific amount of time in the school on a weekly basis (150 hours per semester for Fieldwork & Practicum and 300 hours per semester for Internship.)

Upon completion of the four-course sequence, students will:

- 1) Understand the school as a social system
- 2) Observe the complete range of school counseling activity within a comprehensive guidance program
- 3) Perform, under supervision, all activities of a school counselor
- 4) Apply legal and ethical standards
- 5) Understand how ethnic, racial, and cultural differences affect student use of student support services
- 6) Observe how school counselors perform within a pupil services team (e.g., school psychologists, school social workers, school nurses, etc.)

CEP596 SC: Fieldwork in the Schools (3 credits)

Fieldwork is the first of a four-course sequence that permits the student to practice the entire range of functions of a school counselor. In Fieldwork, emphasis is placed on all aspects of the school counselor role, except individual counseling – that aspect will be emphasized during Practicum and Internship, the remaining courses.

In addition to observing and shadowing the Cooperating Counselor in all aspects of their work, students are required to complete a series of observations and interviews with school personnel to become familiar with the school as an organization. Students should begin by observing both counseling and non-counseling oriented interventions, and then gradually move toward co-facilitation of such activities. Ideally by the end of the semester, the student should be able to provide a range of interventions to individual students, small groups, and classes with supervision and feedback from the Cooperating Counselor. The apprentice model of observing, then co-facilitating, then facilitating with feedback is the preferred mode during Fieldwork.

CEP597 SC: Practicum in the Schools (3 credits)

Practicum is the second of a four-course sequence that permits the student to practice the entire range of functions of a school counselor. In Practicum, emphasis is placed on all aspects of the school counselor role, but also specifically focuses on individual counseling and group work.

Students are expected to have a caseload of 5 to 7 students with whom they work using individual counseling techniques on a variety of career and personal concerns. It is desirable that students see a range of issues and length of treatment (e.g., some for a session or two, some for 6 to 8 sessions, one or two students for the entire semester).

Students must be able to record 3 to 5 student sessions weekly and bring those recordings to their University Supervisor for discussion. During Practicum, students must accrue 40 hours of individual counseling contact with students (personal and career issues) and 10 hours of group work (classroom guidance, psychoeducational, and counseling) based on CACREP standards.

Summary of Weekly Activities:

- 1) 10 hours in school
- 2) 3 hours in class
- 3) 1 hour with University Supervisor
- 4) 2-3 hours reviewing tapes of students and group work
- 5) 2-3 hours making case notes

CEP600 SC: Internship in the Schools (12 credits: Fall/Spring 6 credits each)

In the second year of study, students will take two different Internship courses which will permit the student to practice the entire range of functions of a school counselor. In the Fall Internship, students will be placed into a school at either a K-8 level or at the High School level. In the Spring, the student will switch placements and complete their second internship course at the opposite level (either K-8 or 9-12).

In both Internships, the emphasis is placed on exhibition of the range of school counselor activities and behaviors. At the beginning of each semester, the student and their cooperating counselor will decide on goals for the student over the course of the semester focusing on areas with which the student would like further experience. A copy of these goals is turned into the Internship Instructor by the 4th week of the semester.

International Students Information

International Student Services

<http://www.buffalo.edu/international-student-services.html>

210 Talbert Hall

Buffalo, New York 14260-1604

(716) 645-2258

iss@buffalo.edu

Immigration Services

<http://www.buffalo.edu/immigration-services.html>

1 Capen Hall

Buffalo, New York 14260-1604

(716) 645-2355

immgsvc@buffalo.edu

Financial Aid

<https://financialaid.buffalo.edu/international-students/>

1 Capen Hall (North Campus)

114 Diefendorf (South Campus)

(716) 645-8232

UBFA@buffalo.edu

Campus Resources and Services

Departmental Resources

Student Lounge

The Robert Rossburg Memorial Lounge (adjacent to 415 Baldy) was constructed with funds donated from the estate of Dr. Rossburg. It is open during business hours and accessible by combination lock after hours. This lounge provides students with a comfortable study and social environment and is equipped with couch, recliner, table & chairs, computer, telephone, refrigerator, and microwave. Use of the Rossburg Lounge is a privilege that requires conforming to the use guidelines that are posted in the lounge. The Department reserves the right to control who has access to the lounge, and privileges may be revoked for disruptive or abusive behaviors.

Secretarial Services

Students may not use the Departmental secretarial services unless they are doing work specifically and directly for a professor in conjunction with their assistantships.

Photocopying

There are photocopying/scanning machines located in the various libraries and elsewhere on campus. Departmental copiers cannot be used except by department staff for department business.

Financial Information

The CSEP Department offers a limited number of assistantships. These are awarded on a competitive basis. Students are limited to no more than two years of support from this source, although other sources of support may be available for third- and fourth-year students. The award carries with it a tuition scholarship for up to a maximum of 9 credit hours. The awardee is expected to work up to 20 hours per week, usually as a research assistant for two or more professors, or for a campus laboratory or project. The stipends attached to these assistantships change annually, but typically start at \$20,000.

There are also possibilities for securing research and administrative assistantships in other sectors of the University. These opportunities are posted throughout the year on Bullseye through Career Services: <http://www.buffalo.edu/career/bullseye.html>. Students in need of such assistance should check frequently. Likewise, part-time community-based jobs are also posted.

The State of New York provides several types of assistance to residents. Federally sponsored assistance programs, ranging from low-interest, deferred payment loans to work/study are

also available. Because the number, types, and conditions of these programs change so frequently, they are not described here. Students are urged to become a resident of New York State as soon as possible, and to contact the Office of Student Accounts for further information on these programs.

University Information

CSEP Department Office	(716) 645-2484
Campus Police	(716) 645-2222
Parking and Transportation	(716) 645-3943
Accessibility Services	(716) 645-2608
UB Counseling Services	(716) 645-2720
Lockwood Library	(716) 645-2814
Health Sciences Library	(716) 829-3900

Note: Amherst (North) Campus telephone numbers begin with 645; Main Street (South) Campus numbers with 829. The area code is 716.

Computer Labs

Students may use any of the three GSE computer labs when classes are not being held in them. Labs are located in Baldy 14 (Mac), and Baldy 14a (PC).

Further information about GSE computer labs is available here:

<http://ed.buffalo.edu/current-students/all-students/technology.html>. Students also have access to any of UB's computing sites. See <http://www.buffalo.edu/ubit/service-guides/computing-sites.html>

Library Services

UB students have access to the University Libraries as part of the SUNY "world-class" library system. Consult the [University Libraries Student Support link](#) for more information concerning library services for students. All [University Libraries](#) provide specialized service and assistance for students, faculty, and staff with disabilities. Librarians have been specifically designated to each library unit. A Special Services Resource Room is available in Lockwood Library on the Amherst Campus for students with disabilities and study carrels are available in many libraries. You can call the Lockwood Library at (716) 645-2815 or -2817 for more information.

The University Libraries designates an Education Librarian, [Cynthia Tysick](#), who can provide discipline-specific research assistance for students and faculty in the GSE. Contact Cynthia Tysick, 521 Lockwood Library, (716) 645-8629, cat2@buffalo.edu.

Editorial Assistance Program

Editorial Assistance and Tutorial Support is provided by the Graduate Student Association's (GSA's) Graduate Writing Center located in 310 Student Union. For further information, go to: <https://gsa.buffalo.edu/gsa-editing-services/>. If you have waived your GSA fee, you are not eligible for services.

There is also a Center for Excellence in Writing located on the 2nd floor of Baldy Hall (209 Baldy). The Center offers 45-minute consultations on your writing. To make an appointment visit: <http://www.buffalo.edu/writing/make-an-appointment.html>

Accessibility Resources

The University is committed to creating and maintaining a campus that is accessible to all students. The Office of Accessibility Resources (formerly the Office of Disability Services) is the University's coordinating center on behalf of people with disabilities. If you need any assistance or information during your educational experience at the University, you can contact the Office of Accessibility Resources, 60 Capen Hall, (716) 645-2608 (TTY (716) 645-2616).

Further information is available here: <https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

Accessibility Resources assists students with a wide variety of problems they may encounter as they pursue careers or educational goals at UB. If you need advice, information, counseling, adjustments in class scheduling or worksite, help with on-campus transportation, study aids, placement help, adapted housing, campus orientation and mobility instruction, or other services that you cannot resolve yourself, you should contact Accessibility Resources.

Requests for accommodations do not automatically carry over for each semester. Students who are in need of assistance should alert each instructor during each semester a need is present.

University Policy and Procedures

Academic Integrity

Effective Fall 2019, UB's Office of Academic Integrity and/or the Office of Student Advocacy is the main source for faculty and students to seek guidance/advice on alleged academic misconduct matters as well as for students to only have one streamlined single appeal process. This policy includes a 3-step process at the graduate level.

First, the instructor and the student will attempt a **Consultative Resolution**. Second, the instructor will determine whether to impose **Sanctioning** or not. Third and final step is **Reporting**, in which the instructor sends the student a decision through UB e-mail, copying the department chair, dean, and Office of Academic Integrity. Should the student wish to appeal the decision, the student may submit an appeal request and the Office of Academic Integrity will make a determination as to whether the appeal has cause or not.

Examples of Academic Dishonesty, further clarification of steps taken, and descriptions of types of sanctions can be found at:

https://catalog.buffalo.edu/policies/academic_integrity_2019-20.html.

The Office of Academic Integrity (<https://academicintegrity.buffalo.edu/>) is located in 9A Norton Hall and the telephone number is (716) 645-3512.

The Office of Student Advocacy (<https://www.buffalo.edu/studentlife/who-we-are/departments/conduct.html>) is located in 520 Capen Hall.

Grievance Procedures

Students occasionally experience conflicts and disagreements with other students, faculty, and supervisors over the course of their graduate career. The usual procedure in such circumstances is to first raise the issue with the person in question and see if it can be informally resolved. If not, students should then seek the counsel of a third party. In all cases, the program director will be available to discuss these issues.

The preamble of the Graduate School Grievance Procedures states that it "is an objective of the Graduate School to encourage the prompt and informal resolution of grievances of graduate students as they arise and to provide recourse to orderly procedures for the satisfactory resolution of complaints. This set of procedures constitute a framework for the orderly and expeditious resolution of disputes. Effectiveness and efficiency, therefore, are key elements of such a framework. However, the concern of the Graduate School goes well

beyond an administrative interest in providing steps to be taken when one of its members has a quarrel with another. While recognizing and affirming the established principle that academic determinations are to be reached solely by academic professionals, it is the School's intention that to the maximum extent feasible its procedures secure equitable treatment to every party to a dispute. To that end, those who oversee the grievance process are charged to pay heed not only to issues of procedural integrity but also to considerations of substantive fairness." Find more information at <http://grad.buffalo.edu/succeed/current-students/policy-library.html> under "Academic Grievance."

Equity, Diversity and Inclusion

The Office of Equity, Diversity and Inclusion (EDI) manages and assists with the following UB policies:

- Discrimination and Harassment
- Reasonable Accommodation
- Religious Accommodation and Expression
- Web Accessibility
- Child Protection
- Sexual Violence Response Policy
- Student Preferred Name Policy

More information found at: <https://www.buffalo.edu/equity/policies.html>

Student Code of Conduct

The Student Code of Conduct outlines what is expected from you as a UB student. Here, you will find information about your rights and responsibilities, standards of behavior and an overview of student-related University policies.

During your first semester at UB, you will be prompted to read and affirm the Student Code of Conduct which may be found at <https://www.buffalo.edu/studentlife/who-we-are/departments/conduct.html>

Additional Rules, Regulations and Guidelines

You may also be subject to additional rules, regulations, procedures and guidelines as a member of the UB community. Here are some of the most commonly referenced resources.

The Good Samaritan Policy

The health and safety of UB students is our first priority. The Good Samaritan Policy eliminates disciplinary consequences for you and the people you are with if you call for help when drinking or using other drugs.

Guidelines for Reporting Bias-Related Confrontations and Incidents

UB is committed to a safe and inclusive environment. As such, UB has specific guidelines and procedures in place to respond to bias-related confrontations and incidents. Bias-related incidents are prompted by intolerant behaviors and illegal discrimination based on issues of: Race, Color, National origin, Sex, Religion, Age, Disability, Gender, Pregnancy, Gender identity, Gender expression, Sexual orientation, Predisposing genetic characteristics, Marital status, Familial status, Veteran status, Military status, Domestic violence victim status, Ex-offender status

Obstruction or Disruption in the Classroom

As a student, your behavior in the classroom affects others. We encourage you to arrive on time, pay attention to your instructors and focus on class materials during that time. While major obstructions or disruptions in class are rare, you should still understand the expectations for your behavior — as well as the consequences for inappropriate actions. Instructors are encouraged to review and enforce policies for addressing obstruction or disruption in the classroom.

Photography and Video

Photographs and videos of members of the University community are taken regularly, and are subsequently used for a variety of informational and promotional purposes. If you do not want your image to be used in this manner, it is your responsibility to advise the photographer/videographer accordingly. Should you choose to have any media asset in which you are depicted removed from the University's media repository, please contact University Communications at ub-ucom@buffalo.edu.

The Counseling, School and Educational Psychology Department reserves the right to amend, alter, and update the policies, procedures, or other information provided in this handbook as needed. Changes, revisions, and amendments to the material in this handbook will be published on the Counseling, School and Educational Department website and in future editions of the handbook.